

# What Keeps Me Healthy?



Level: B4 Word Count: 50

Little Books of Answers

B4 What Keeps Me Healthy?

Curriculum Connection	Personal Responsibility
Content Vocabulary	apple, brushing, drinking, eating, fruit, hands, healthy, night, running, shoes, sleeping, soap, teeth, toothbrush, water
Visual Literacy Element	table
Critical Thinking	interpret and apply information
Comprehension Strategy	visualizing
High-Frequency Words	all I, keeps, me, my

## Before Reading

### Prior Knowledge – Discuss the Topic

- Discuss what keeps people healthy. Have each student close their eyes and picture themselves doing things that keep them healthy. Have them role play what they visualized especially if there are English language learners in the group – for example, brushing teeth, washing hands.

- Give each student a copy of the book *What Keeps Me Healthy?* and read the title to them.
- Set the purpose for reading by telling the students that the title of the book is a question. The word that starts this question is, *What*. It's the same word that started the title of the book, *What Do Plants Need?* Tell the students that they are going to read the book to find out the answer to the question. As they read they will find out things that keep them healthy. There may be some things in the book that they didn't already talk about.
- Discuss the cover photo. Ask questions such as – *What is this girl doing? Why is it important to brush your teeth? What other things can you do to keep your teeth healthy?*
- Have the students turn to the title page. Ask similar questions to those you asked about the cover photo.

### **Introduce the Vital Vocabulary**

- Ask the students to turn to the Vital Vocabulary.
- Discuss each of the photos and read the labels to the students. Discuss which things they already talked about and which are new things that they are going to read about in the book.
- Tell the students that the Vital Vocabulary words are in the book and will help them as they read. Point to the page numbers and tell them that these are the pages where they will find the information.

### **Take a Photo Walk**

- Take a photo walk discussing each photo in the book.
- Read the labels to the students and invite the students to read them with you.
- To extend understanding and vocabulary say things such as, *There are other fruits that you can eat to keep you healthy, for example, oranges and bananas. You should try to drink eight glasses of water each day to keep healthy. Washing hands helps keep germs from getting in your body and making you ill.*
- Discuss the table on page 15. Explain that the table is another way of presenting the information in the book.

## **Read the Book**

- Invite the students to read the title on the cover and title page again with you. Encourage them to point to the words as they read them.
- Read the Vital Vocabulary again with the students.
- Read the first page to the students to help them with the sentence pattern.
- Have the students read the book aloud independently. Remind them to check with the photos and the text to make sure that what they are reading is correct. Remind them to point to each word as they read.
- Move around the group listening and helping individual students as necessary.

## After Reading

### Comprehension

- Check literal comprehension by asking these questions:
  - What does eating apples do?*
  - What do you do to keep healthy using a brush?*
  - What do you do outside to keep healthy?*
  - When do you use soap?*
- Check inferential comprehension by asking these questions:
  - Why does eating fruit keep you healthy?*
  - What else could you do outside to keep healthy?*
  - What other drinks keep you healthy?*
  - What could happen if you don't wash your hands?*
- Discuss with the students how visualizing themselves doing healthy things before they read the book, helped them with their reading. Have them close their eyes again and visualize themselves doing each of the things in the book.
- Invite volunteers to choose one healthy activity and use the word, *when* to start a question, for example, *When should I brush my teeth?* Have other members of the group answer the question.

### Critical Thinking

- Have the students turn to page 16 and look at each photo. Discuss the photos with the students. Tell the students that their task is to say what is happening in each photo that keeps people healthy and to say how they could apply that to their own lives.

### Fluency

- Invite the students to read the book again with a partner.
- Have the weakest reader in the group reread the book to you.

### Writing

- Have the students draw themselves doing something to keep them healthy. Dictate or write a sentence to go with their picture.

### Independent Follow-Up Activities

- Have the students complete the photocopiable activities.

# What Keeps Me Healthy?

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Name:



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Cut and paste the sentence.

me Running healthy. keeps



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# What Keeps Me Healthy?

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## Read and Draw

I sleep all night.

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